

Stafford County Public Schools
31 STAFFORD AVENUE
STAFFORD, VA 22554
PHONE: (540) 658-6000

September 5, 2006

Dear Parent:

Again this year our school system will be teaching the Family Life Education curriculum to students in grades K – 10. FLE instruction for K-5 students will be scheduled during **SECOND SEMESTER**. FLE instruction for secondary students in grades 6–10 will be scheduled anytime after **OCTOBER 1** as planned by the physical education teacher. In most cases, instruction will be presented to boys and girls in the regular classroom setting. When considered appropriate and indicated in the family life curriculum, some phases of the instruction will be offered in separate classes for boys and girls. As in the past, the FLE materials are available for preview. You may review these materials by requesting such through the school's main office. Students in grades K-5 will be taught FLE by classroom teachers, physical education teachers, school counselors, school nurses, and administrators as appropriate. In grades 6 -10, FLE will be taught by health and physical education teachers with counselor and nurse involvement as appropriate.

An "Opt-Out" form is provided below if you choose for your child **NOT** to receive any/all of the FLE lessons. The form must be returned by September 29, 2006, to the principal's office. If your child is enrolled after September 29, please return the opt-out form with the enrollment forms. Students who do not receive the FLE instruction will be provided alternative health instruction.

Questions and concerns may be shared with your child's FLE teacher, the building principal(s), counselor(s), and/or nurse, or with me at (540) 658-6694.

Sincerely,

Carol Lysher
Health, Physical Education,
and Driver Education Coordinator

OPT-OUT FORM

Student _____ **School** _____ **Grade** _____

I **DO NOT** give my child permission to be taught the following Family Life Education objectives during the 2006-2007 school year:

Objective(s) (Please list by number): _____

Date

Signature - Parent/Guardian

TO OPT-OUT OF FAMILY LIFE EDUCATION, PLEASE RETURN THIS FORM TO THE PRINCIPAL'S OFFICE AT YOUR CHILD'S SCHOOL BY SEPTEMBER 29, 2006.

Family Life Education Unit Objectives

KINDERGARTEN

The student will:

1. recognize that everyone is a member of a family.
2. understand the difference between appropriate and inappropriate touching and that physical affection can be an expression of friendship, celebration, or a loving family.

FIRST GRADE

The student will:

1. develop an understanding of the roles and responsibilities of people in the family.
2. identify the need for rules in the family.
3. demonstrate strategies for responses to inappropriate approaches from family members, authority figures, neighbors and strangers.
4. realize that physical affection can be an expression of friendship, celebration, or a loving family.

SECOND GRADE

The student will:

1. understand the importance of the family, the role of family members, and the continual change of family structure.
2. realize that each human baby is special and unique and must be cared for in a way that animal babies are not.
3. realize that human beings and animals have babies and that these babies need to be cared for by their parents.
4. identify self-protection strategies for dealing with inappropriate touches.

THIRD GRADE

The student will:

1. develop an understanding and acceptance of self and others, and realize the need to live cooperatively and harmoniously in the family.
2. understand and appreciate one's similarities and uniqueness within a family.
3. identify useful assertiveness skills when encountering inappropriate touches.

FOURTH GRADE

The student will:

1. describe the contributions to the immediate family by extended family members.
2. recognize that they are approaching an age where many physical and emotional changes will be taking place in his or her body, and the student will have to learn how to cope with these changes as they affect feelings and emotions.
3. identify physical changes that begin to occur during puberty and how changes affect personal hygiene.
4. use correct terminology when talking about body parts and functions.
5. understand that the baby grows inside the uterus of the mother's body for nine months and then is born.
6. explore the relationship between personal decision making and its effect on the family.
7. identify appropriate self-protection decisions and safe practices when alone.

FIFTH GRADE

The student will:

1. become familiar with the range of feelings and identify common emotions in relation to puberty.
2. identify how the physical changes which take place during puberty affect one's emotions and one's relationships with others.
3. examine the messages from mass media sources related to sexuality.
4. develop an awareness of human fertilization.
5. be able to identify the human reproductive organs.
6. learn facts about the prevention of child sexual abuse.

SIXTH GRADE

The student will:

1. develop skills in saying "no" to any social behavior or activity that is harmful for himself or herself.
2. learn the value of human sexuality within the context of marriage.
3. review the changes that take place in puberty and recognize that these changes will prepare him/her for possible fatherhood/motherhood in the future.
4. explain how human beings reproduce.
5. be able to describe the etiology, effects and transmission of the AIDS virus.
6. understand the importance of a positive body image.
7. recognize the effects of substance abuse on the family.
8. recognize that abstinence is necessary in making healthy life choices.
9. recognize ways to avoid becoming a victim of abusive behavior.

SEVENTH GRADE

The student will:

1. understand the role families play in nurturing and development.
2. examine how family relationships can affect the attitudes and behaviors of family members.
3. develop skills in improving communication and problem solving in their own families.
4. develop methods to strengthen family relationships.
5. explain how human beings reproduce.
6. identify causes, symptoms, treatment, prevention, and transmission of sexually transmitted diseases.
7. define the term AIDS and identify the symptoms, treatment, prevention and transmission of this sexually transmitted disease.
8. have a knowledge of how to improve peer relationships.
9. recognize contributions of various religious, racial, ethnic and handicapped groups to family life and society.
10. explain techniques for preventing and reporting sexual assault and molestation.
11. recognize that abstinence is necessary in making healthy life choices.
12. learn how to maintain a healthy life style at all times, particularly when alcohol/substance abuse is present in the family.

EIGHTH GRADE

The student will:

1. recognize the existence of different social/emotional needs within males and females.
2. recognize that premarital sexual involvement will interfere with mature development and with the short and long-term goals of the adolescent.
3. interpret the messages in society related to sexuality.
4. describe strategies for saying "no" to premarital sexual relations.
5. learn that anyone who has already become sexually active can stop and choose to refrain from

sexual intercourse at any time.

EIGHTH GRADE - continued

The student will:

6. be aware of the consequences of preteen and teenage sexual intercourse.
7. list the adverse consequences of pregnancy in early adolescence, as well as the positive benefits of postponing pregnancy until marriage.
8. describe the signs and symptoms of pregnancy.
9. identify causes, symptoms, treatment, prevention, and transmission of sexually transmitted diseases.
10. define the term AIDS, and identify the symptoms, treatment, prevention and transmission of this sexually transmitted disease.
11. become aware of the emotional stress caused by premarital sex.
12. recognize the relationship between alcohol/substance use and premarital sex.
13. understand that sexual abuse is never the fault of the victim.

NINTH GRADE

The student will:

1. understand the role families play in nurturing and developing its members.
2. be involved in improving communication and problem solving in their own families.
3. become aware of the various community resources available which support the family and community.
4. realize the necessity of setting standards for controlling sexual behavior and of postponing sexual relations until marriage.
5. describe strategies for saying "no" to premarital sexual relations.
6. learn that anyone who has already become sexually active can stop and choose to refrain from sexual intercourse at any time.
7. be aware that when choosing a dating partner there are more components to consider than mere sexual attraction.
8. review the process of reproduction.
9. understand misconceptions and fallacies regarding contraceptives as a method for preventing pregnancy.
10. identify causes, symptoms, treatment, prevention, and transmission of sexually transmitted diseases.
11. have an awareness of social interactions between the sexes.
12. understand how self perception can affect interpersonal relationships.
13. be aware of the dangers of substance abuse to the family.
14. recognize inappropriate behaviors in dating relationships.

TENTH GRADE

The student will:

1. be aware that when choosing a marriage partner there are more components to consider than mere sexual attraction.
2. develop an understanding of the responsibilities of both parents from conception to rearing of a child.
3. become aware that he/she can at any time redirect his/her life from participating in sexual activity to choosing abstinence.
4. review the causes, symptoms, treatment, prevention, and transmission of sexually transmitted diseases, including AIDS.
5. consider the relationship between alcohol/substance use and premarital sex.
6. learn strategies to prevent sexual abuse, including date rape.
7. know about available resources in the community dealing with sexual abuse and with helping a family under stress.